

## CALHOUN FALLS HIGH

P.O. Box 336  
Calhoun Falls, SC 29628

**GRADES** 6-12 High School

**ENROLLMENT** 341 Students

**PRINCIPAL** Nelson Gibson 864-447-8014

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. Larry D. Lawson 864-446-3250

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

6

10

3

2

0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Excellent	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Below Average	Excellent	No
<b>2004</b>	Good	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	67.7	N/A	N/A	69.4	N/A	N/A
<b>Passed 1 subtest</b>	11.3	N/A	N/A	15.8	N/A	N/A
<b>Passed no subtests</b>	21.0	N/A	N/A	19.7	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	94.4%	94.4%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	9.1	6.3
<b>Seniors who met the SAT/ACT requirement</b>	9.1	6.7
<b>Seniors who met the grade point average</b>	43.2	37.3

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	49	144
<b>Number of Diplomas</b>	35	105
<b>Rate</b>	71.4%	74.5%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	36	94.4	44	9.1	49	71.4	YES
<b>Gender</b>							
Male	18	94.4	22	13.6	24	75.0	N/A
Female	18	94.4	22	4.5	25	68.0	N/A
<b>Racial/Ethnic Group</b>							
White	20	100.0	22	9.1	22	86.4	N/A
African-American	16	87.5	22	9.1	27	59.3	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	33	97.0	37	5.4	39	82.1	N/A
Disabilities other than speech	3	I/S	7	28.6	10	30.0	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	36	94.4	44	9.1	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	36	94.4	44	9.1	49	71.4	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	19	94.7	24	8.3	29	69.0	N/A
Full-pay meals	17	94.1	20	10.0	20	75.0	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	63	98.4	28.3	31.7	30.0	10.0	51.7	YES	YES
<b>Gender</b>									
Male	34	100.0	35.3	23.5	32.4	8.8	47.1	N/A	N/A
Female	29	96.6	19.2	42.3	26.9	11.5	57.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	24	95.8	9.5	14.3	52.4	23.8	81.0	I/S	I/S
African-American	39	100.0	38.5	41.0	17.9	2.6	35.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	55	98.2	17.3	36.5	34.6	11.5	59.6	N/A	N/A
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	63	98.4	28.3	31.7	30.0	10.0	51.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	63	98.4	28.3	31.7	30.0	10.0	51.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	46	97.8	33.3	35.6	22.2	8.9	42.2	YES	YES
Full-pay meals	17	100.0	13.3	20.0	53.3	13.3	80.0	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	63	98.4	26.7	25.0	38.3	10.0	51.7	YES	YES
<b>Gender</b>									
Male	34	100.0	26.5	29.4	38.2	5.9	50.0	N/A	N/A
Female	29	96.6	26.9	19.2	38.5	15.4	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	24	95.8	9.5	23.8	52.4	14.3	71.4	I/S	I/S
African-American	39	100.0	35.9	25.6	30.8	7.7	41.0	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	55	98.2	21.2	25.0	42.3	11.5	57.7	N/A	N/A
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	63	98.4	26.7	25.0	38.3	10.0	51.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	63	98.4	26.7	25.0	38.3	10.0	51.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	46	97.8	31.1	22.2	35.6	11.1	48.9	YES	YES
Full-pay meals	17	100.0	13.3	33.3	46.7	6.7	60.0	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 341)</b>				
Retention rate	10.1%	Up from 2.0%	10.2%	9.1%
Attendance rate	96.6%	Down from 96.8%	95.9%	96.0%
Eligible for gifted and talented	2.0%	Up from 0.0%	2.2%	5.8%
With disabilities other than speech	9.2%	Down from 11.1%	13.8%	12.7%
Older than usual for grade	7.6%	Up from 6.2%	12.5%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 1.7%	1.3%	1.6%
Enrolled in AP/IB programs	12.0%	Up from 5.0%	5.2%	10.2%
Successful on AP/IB exams	N/AV		52.3%	53.8%
Annual dropout rate	2.9%	Down from 5.5%	2.7%	2.7%
Career/technology students in co-curricular organizations	25.4%	Down from 38.9%	2.8%	3.6%
Enrollment in career/technology center courses	148	Up from 140	429	466
Students participating in worked-based experiences	52.2%	Down from 100.0%	21.1%	25.7%
Career/technology students mastering core competencies	87.9%	Up from 77.8%	74.1%	77.7%
Career/technology completers placed	95.7%	Up from 92.9%	99.7%	99.3%
<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	37.9%	Down from 39.3%	47.1%	52.0%
Continuing contract teachers	93.1%	Up from 85.7%	79.4%	82.1%
Highly qualified teachers**	87.0%	N/A	87.5%	89.5%
Teachers with emergency or provisional certificates	3.6%		11.4%	8.6%
Teachers returning from previous year	82.2%	Up from 77.9%	82.2%	86.2%
Teacher attendance rate	95.9%	Down from 97.7%	95.4%	95.3%
Average teacher salary	\$38,227	Up 3.3%	\$39,497	\$41,060
Prof. development days/teacher	5.6 days	Down from 6.5 days	10.7 days	10.6 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	3.0	3.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.9 to 1	23.8 to 1	26.4 to 1
Prime instructional time	91.9%	Down from 93.5%	89.6%	90.0%
Dollars spent per pupil*	\$6,540	Down 20.3%	\$6,475	\$6,310
Percent of expenditures for teacher salaries*	62.0%	No change	56.8%	57.9%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.0%	Down from 99.2%	84.6%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Last year's efforts by students and staff paid off with across the board increases in tested performances. The Report Card grades for both middle and high school rose from "unsatisfactory" to "below average." The high school "improvement" rating was "excellent" because of "substantial improvement in achievement of students belonging to historically underachieving groups of students." Almost all PACT scores increased for the 6th, 7th, and 8th grades with the 7th graders showing the greatest improvement.

Working closely with our School Improvement Council, we continued stressing academic programs concentrating on differentiated instruction in all areas. Our standards-based curricula included, for the second year, an after school program involving all grades, six through twelve. Assistance from the State Department of Education included financial grants and a Middle School Math Specialist who provided on-site professional development and direct classroom and student assistance. We added a part-time middle school guidance counselor who also assisted middle school ELA teachers. As testing ended this year we were optimistic that the efforts of students and staff will be rewarded.

Looking ahead, we have been provided by the SDE with two additional teacher specialists, middle school science and secondary/middle school English. Our aim is to continue a slow but steady move upward in the coming years.

Nelson Gibson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	43	50
Percent satisfied with learning environment	96.8%	69.8%	66.7%
Percent satisfied with social and physical environment	100.0%	61.9%	72.9%
Percent satisfied with home-school relations	54.8%	81.4%	51.0%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.